


# ESEA Title III Annual Measurable Achievement Objectives for English Language Learners

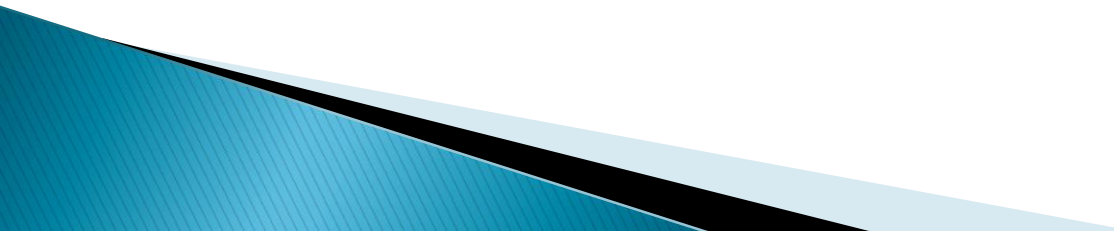
Virginia Board of Education  
Committee on School and Division Accountability  
October 21, 2014



# Purpose of Presentation

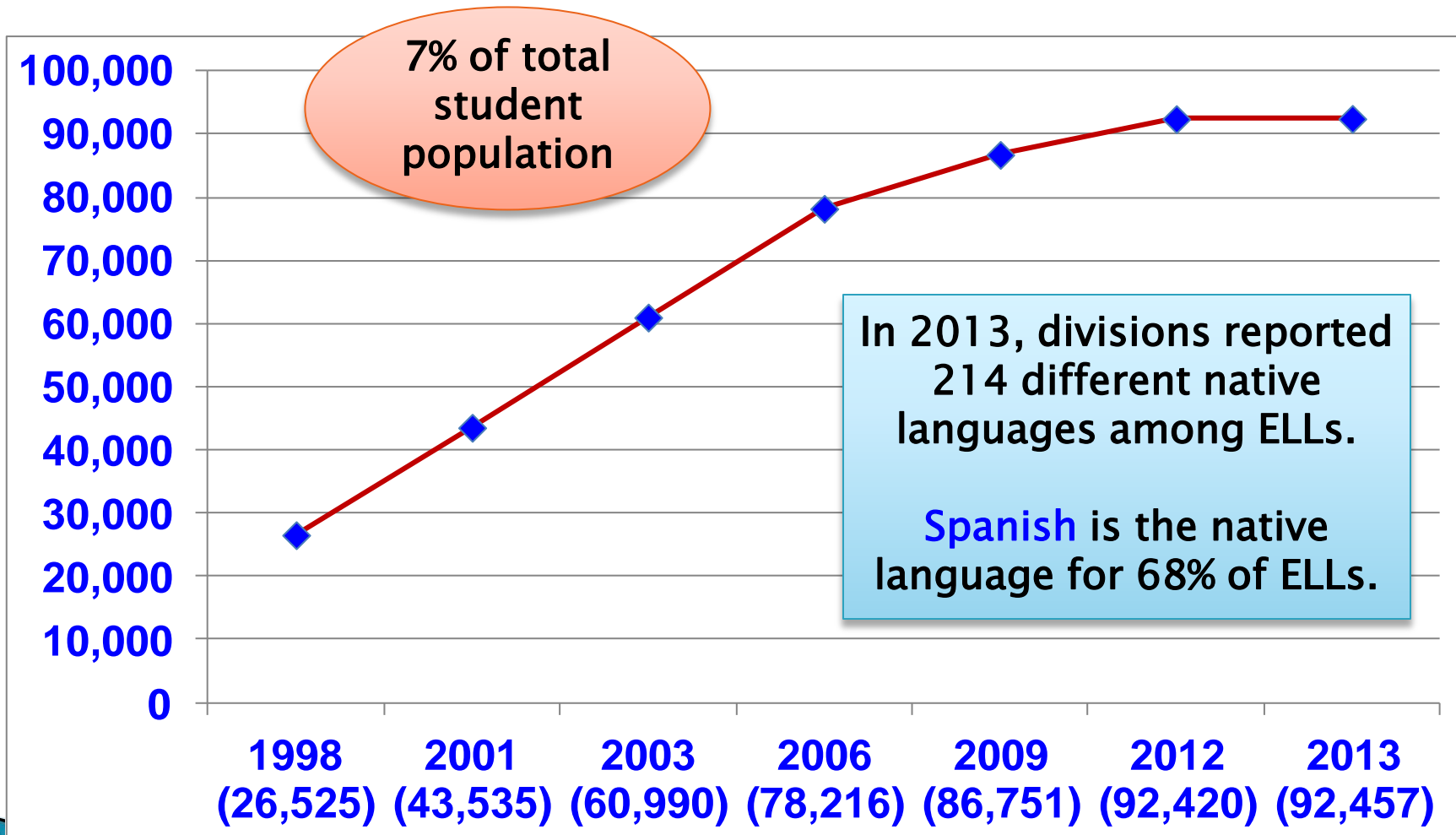
- ▶ Share background information relevant to:
    - Establishing English language progress and proficiency targets for 2015–2016 through 2017–2018 accountability years; and
    - Expanding criteria to meet English language proficiency criteria.
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# Topics Addressed

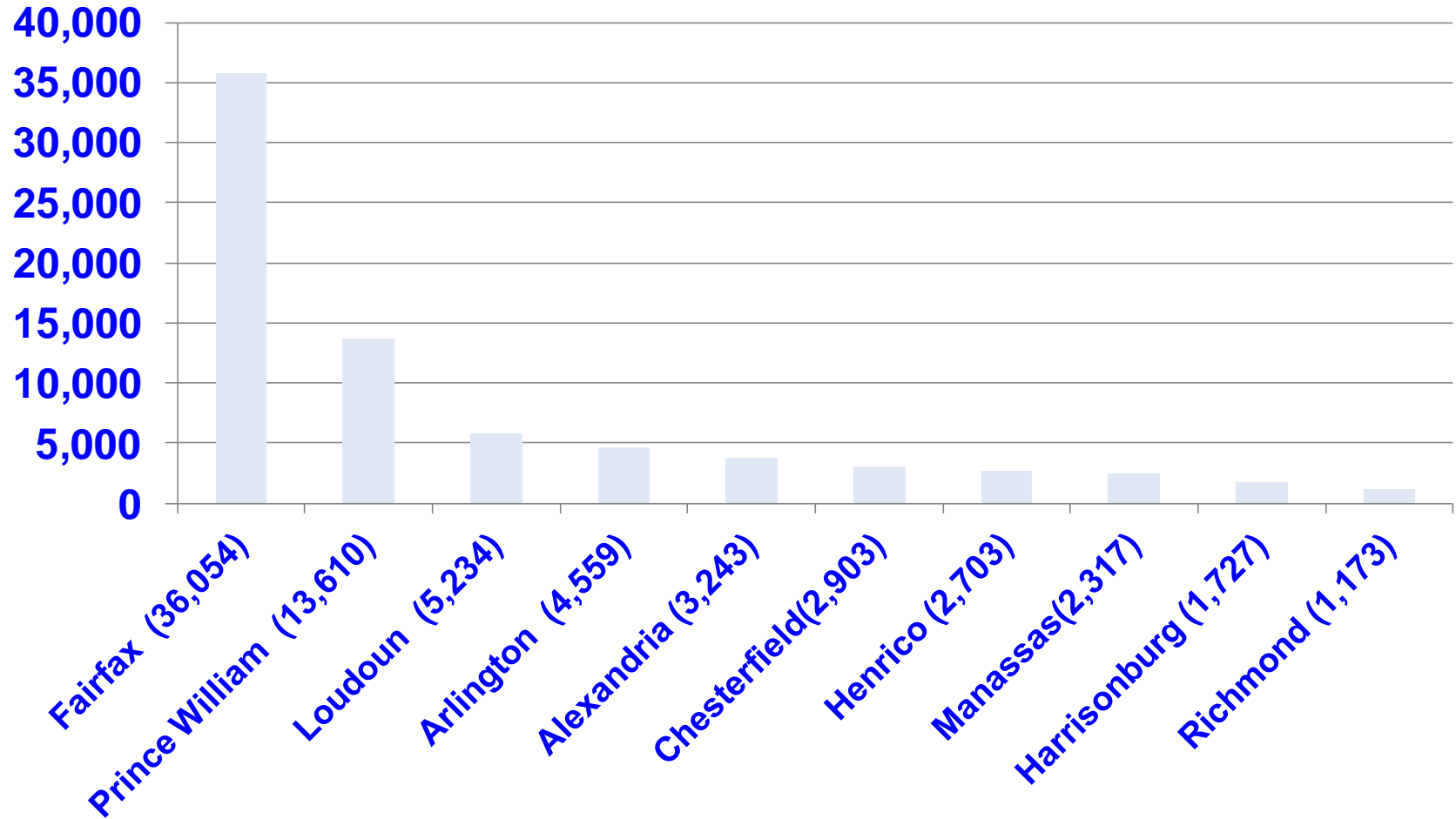
- ▶ Virginia's English Language Learners (ELL)s: Demographics and Statistics
  - ▶ Federal Requirements Regarding ELLs
  - ▶ English Language Proficiency Assessment and Proposed **Title III** AMAO Targets
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# Virginia's English Language Learners (ELLs): Demographics and Statistics

# Growth of ELLs in Virginia Schools: 1998 through 2013



# Divisions with Highest Enrollment of ELLs



# Growth of ELLs in Selected Divisions: 1998 to 2013

Division	1998: All Students	1998: ELLs	1998: ELL %	2013: All Students	2013: ELLs	2013: ELL %
Culpeper County	5,552	45	.8%	7,935	591	7%
Fairfax County	150,504	12,203	8%	183,269	36,448	20%
Galax City	1,278	115	9%	1,338	221	16%
Harrisonburg City	3,575	488	14%	5,143	1,731	34%
Roanoke City	13,511	194	1%	13,534	1,265	9%
Winchester City	3450	71	2%	4270	865	20%

Divisions continue to express concern regarding the growth of their ELL populations. Specifically, fiscal and staffing resources to adequately meet the needs of increasing numbers of ELLs at lower English proficiency levels are limited.

# Federal Requirements Regarding ELLs



# Federal Civil Rights and Related Policy Provisions

- Title VI of the Civil Rights Act (1964)
- Bilingual Education Act (1968)
- May Memorandum (1970)
- Lau v Nichols Supreme Court Decision (1974)
- Equal Education Opportunities Act (1974)
- Castañeda v Pickard Supreme Court Decision (1981)
- Plyler v Doe Supreme Court Decision (1982)
- U.S. Department of Education Office for Civil Rights (OCR) Policy Decisions
- **ESEA Title I and Title III Requirements**



# Federal Civil Rights and Related Policy Provisions

As recipients of federal funds, U.S. public school divisions must uphold civil rights for ELLs to include **providing full and equal access to the same curriculum and educational opportunities** as all students.

# ESEA Title III Requirements:

## Standards and Accountability

Requires states to:

- Establish English language proficiency **standards**; and
- Administer an annual **English language proficiency test**; and
- Establish annual **Title III Measurable Achievement Objectives (AMAOs)**.

Title III also requires states to hold school **divisions** accountable for meeting AMAOs.

# ESEA Title III Requirements: Standards and Accountability

## Title I

### Annual Measurable Objectives (AMOs)

All subgroups must meet targets for:

- Reading →
- Mathematics →
- Federal Graduation Indicator

Based on SOL Assessments

For Schools and  
Divisions

## Title III

### Annual Measurable Achievement Objectives (AMAOs)

The ELL subgroup must meet targets for:

- Progress →
- Proficiency →
- All Title I AMOs

Based on ACCESS for ELLs

For Divisions  
Only

Virginia's  
English Language Proficiency  
Assessment and Proposed  
**Title III** AMAO Targets

# Virginia's Participation in the WIDA<sup>®</sup> Consortium

- WIDA developed the **English language development standards** and the **English language proficiency assessment**, ACCESS for ELLs.
- In fall 2007, Virginia Board of Education selected the ACCESS for ELLs test as the state-approved English language proficiency assessment.
- In spring 2008, Virginia Board of Education adopted the WIDA English language development standards.

# AMAO 1 Progress and AMAO 2 Proficiency

**ACCESS for ELLs was administered statewide for the first time in 2009.**

Based on available data, Virginia Board of Education approved targets in 2011 for AMAO 1 Progress and AMAO 2 Proficiency through 2014–2015.

# ACCESS for ELLs® Test

- ACCESS for ELLs is a secure large-scale **English language proficiency assessment** administered annually to students in kindergarten through grade 12 who have been identified as **ELLs at proficiency levels 1 through 5.**
- Students identified at proficiency level 6 have met the proficiency criteria and are no longer assessed with the ACCESS for ELLs test. **Level 6 students have “exited” ELL status and are monitored for two years.**



# ACCESS for ELLs Test, cont.

This test assesses the **four language domains** of Listening, Speaking, Reading, and Writing.



# ACCESS for ELLs Test, cont.

This test is administered by tier to students in grades 1 through 12:

- Tier A (beginning)
- Tier B (intermediate)
- Tier C (advanced)

# ACCESS for ELLs Test, cont.

The tiers overlap and are scored on one vertical scale (100 to 600 points).



Tier A: Composite Score 1.0–4.0

Tier B: Composite Score 1.0–5.0

Tier C: Composite Score 1.0–6.0

# ELL Students:

## English Language Proficiency Levels

An English language proficiency level is assigned to each ELL based on **ACCESS for ELLs test** result:

- 1 – Entering (1.0–1.9)
- 2 – Beginning (2.0–2.9)
- 3 – Developing (3.0–3.9)
- 4 – Expanding (4.0–4.9)
- 5 – Bridging (5.0–5.9)
- 6 – Reaching (6.0)

# ELL Students: English Language Proficiency Levels

## Current Exit Criteria:

- Tier C;
- Composite Score of 5.0 or higher; and
- Literacy Score of 5.0 or higher

## Proposed Exit Criteria:

- Tiers B and C;
- Composite Score of 5.0 or higher; and
- Literacy Score of 5.0 or higher

# ACCESS for ELLs Test, cont.

WIDA emphasizes that:

- All ACCESS for ELLs test tiers are on the same vertical scale;
- Achieving Proficiency Level 5 on the Tier B test or the Tier C test is equivalent; and
- Students who meet the proposed English proficiency criteria on either the Tier B or Tier C test are equally prepared for academic success.

# ACCESS for ELLs Test, cont.

## ➤ Spring 2015:

- The paper/pencil ACCESS for ELLs test will be administered.
- Virginia will be participating in the 2015 **field test for the new online test**, ACCESS for ELLs 2.0.

## ➤ Spring 2016:

- The **new** online test, ACCESS for ELLS 2.0, **will be administered statewide for the first time.**

# ACCESS for ELLs Test Data

Total Tests Scored by Region			
	2009	2014	Change
<b>Statewide</b>	<b>82,135</b>	<b>95,217</b>	<b>+13,082</b>
Region I	5,308	8,136	+2,828
Region II	4,220	5,554	+1,334
Region III	2,282	2,838	+556
Region IV	63,235	70,345	+7,110
Region V	3,874	4,718	+844
Region VI	1,636	2,604	+968
Region VII	553	558	+5
Region VIII	308	420	+112



**English Language  
Proficiency Targets:  
Title III Annual Measurable  
Achievement Objectives (AMAOs)**

# ESEA Title III AMAOs

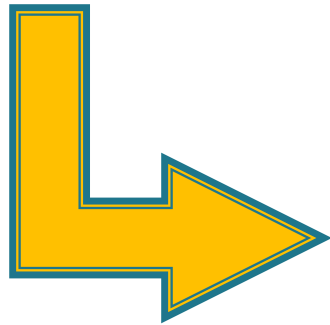
- ▶ States are required to establish **annual targets** that measure the percentage of ELLs who have:

<b>Made progress</b> toward attaining proficiency in the English language	AMAO 1
<b>Attained proficiency</b> in the English language	AMAO 2

# ESEA Title III AMAOs

AMAO 1 Progress

AMAO 2 Proficiency



Measured based on  
**ACCESS for ELLs** results  
for students at English  
proficiency levels 1–5\*

\* Level 6 students are considered to have “exited” ELL status.

# AMAO 1 Progress and AMAO 2 Proficiency

Accountability Year (Assessment Year)	AMAO 1 Progress Target	AMAO 1 Results (Statewide)	AMAO 2 Proficiency Target	AMAO 2 Results (Statewide)
2010-2011 (2009-2010)	64%	75%	15%	19%
2011-2012 (2010-2011)	65%	90%	16%	15%
2012-2013 (2011-2012)	66%	95%	17%	17%
2013-2014 (2012-2013)	67%	81%	18%	19%
2014-2015 (2013-2014)	68%	80%	19%	19%

Region IV represents 74% of the total state ELL population and impacts statewide results significantly.

# AMAO 1 Progress and AMAO 2 Proficiency

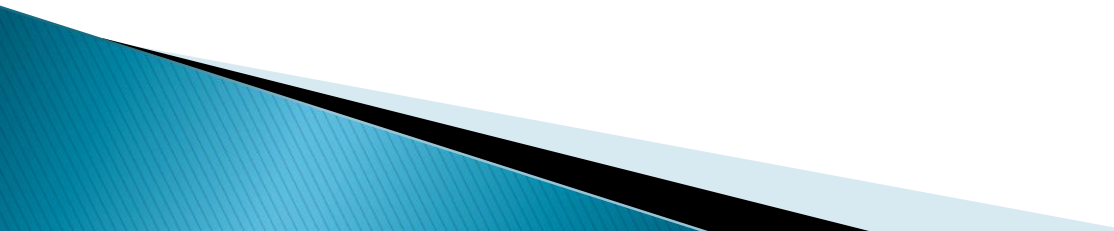
## Spring 2014 Results

	Missed AMAO 1 Progress	Missed AMAO 2 Proficiency
Number (Percentage) of Divisions Receiving Title III Funds	16 (14%)	63* (56%)

\* Twenty (20) out of the 48 divisions with fewer than 30 ELL students, or **42%**, did not meet the AMAO 2 Proficiency target. Title III does not allow a minimum group size to be applied to AMAO 1 Progress or AMAO 2 Proficiency calculations.

# AMAO 1 Progress and AMAO 2 Proficiency

The Department contracted with English language proficiency data experts at WIDA to analyze ACCESS for ELLs test results and provide recommendations for establishing future AMAO 1 Progress and AMAO 2 Proficiency targets.



# AMAO 1 Progress and AMAO 2 Proficiency

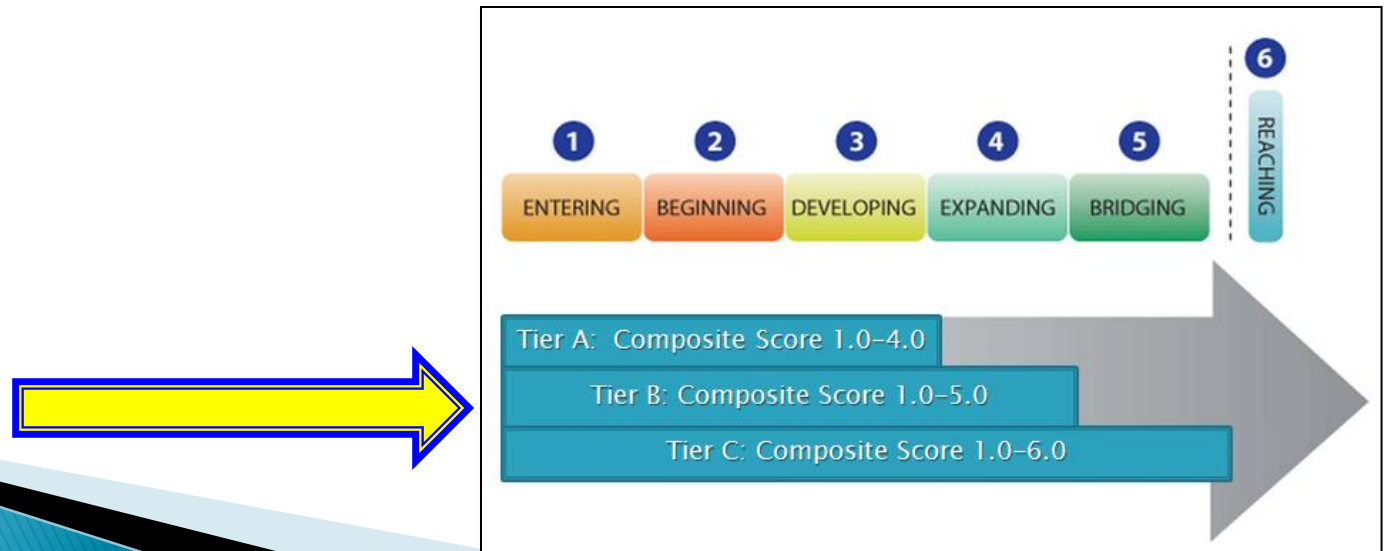
## Considerations for establishing future AMAO 1 Progress and AMAO 2 Proficiency targets:

- ▶ Five years of ACCESS for ELLs results data are available to demonstrate performance trends on both AMAOs
- ▶ Most divisions met or exceed the AMAO 1 Progress target (86%)
- ▶ Many divisions did NOT meet the AMAO 2 Proficiency target (56%)

# AMAO 1 Progress and AMAO 2 Proficiency

## Considerations for establishing future AMAO 1 Progress and AMAO 2 Proficiency targets:

- ▶ Current criteria to meet AMAO 2 Proficiency only includes students tested on Tier C – **excludes** approximately 20,000 students tested on Tier B in 2014





# AMAO 1 Progress and AMAO 2 Proficiency

Considerations for establishing future  
AMAO 1 Progress and AMAO 2 Proficiency targets:

- ▶ A **new online** ACCESS for ELLs test will be administered in Spring 2016 statewide
- ▶ Past experience shows **dips in performance** after new test are administered

# AMAO 1 Progress and AMAO 2 Proficiency

## Decision Points:

**Establish incremental increases in AMAO 1 Progress targets.**

- Most divisions are meeting current AMAO 1 Progress targets.
- A dip in performance may result from the administration of the new online test.

# AMAO 1 Progress and AMAO 2 Proficiency

## Decision Points:

### Advantages of expanding English proficiency criteria to include Tier B:

- New targets reflect performance trends based on five years of ACCESS for ELLs data.
- Increases possibility of divisions with low numbers of ELLs to meet English proficiency.
- Expands pool of students eligible to meet proficiency by approximately 20,000, based on 2014 data.

# AMAO 1 Progress and AMAO 2 Proficiency

## Decision Points:

### More students reaching proficiency on Tier B means:

- These students take fewer tests in the following year and can potentially enroll in higher level coursework.
- More instructional resources will be available for students at lower proficiency levels.

# ESEA Title III AMAOs

Proposed Targets for AMAO 1 Progress and  
AMAO 2 Proficiency through 2017–2018:

Accountability Year (Assessment Year)	AMAO 1 Progress Target	AMAO 2 Proficiency Target
2015–2016 (2014–2015)	69	15.6
2016–2017 (2015–2016)	69.1	16.7
2017–2018 (2016–2017)	69.2	17.8

Proficiency targets  
established based on  
WIDA analysis and  
recommendations.

# AMAO 1 Progress and AMAO 2 Proficiency

AMAO 1 Progress and AMAO 2 Proficiency targets **will be reset in 2018** based on data available following two years of the administration of the **new online ACCESS** for ELLs.

# Contact Information

**Veronica Tate, Director**

Office of Program Administration and Accountability  
(804) 225-2869 or [veronica.tate@doe.virginia.gov](mailto:veronica.tate@doe.virginia.gov)

**Stacy Freeman, Title III Specialist**

Office of Program Administration and Accountability  
(804) 371-0778 or [stacy.freeman@doe.virginia.gov](mailto:stacy.freeman@doe.virginia.gov)

**Robert Fugate, LEP Assessment Specialist**

Office of Test Administration, Scoring, and Reporting  
(804) 786-3133 or [robert.fugate@doe.virginia.gov](mailto:robert.fugate@doe.virginia.gov)

